



Internationalising the curriculum: a developmental resource for initiating transformational change

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1. Introduction

Internationalisation has become increasingly important in higher education (HE) at both institutional and curriculum level, not just in the UK but worldwide (May and Spalding, 2014). Institutionally, internationalisation can be an expanding area of business involving anything from corporate branding to the establishment of satellite campuses in other countries (Knight, 2013). In terms of the curriculum, we live in a global economy that demands our graduates have the employability and life skills, knowledge, attitudes and ability to live and work across borders and within different cultural contexts; in effect to become global citizens (Mellors-Bourne et al., 2015; Clifford, 2013; Barker, 2011). It is therefore the responsibility of those facilitating the curriculum to ensure student outcomes include the ability to develop an international perspective both personally and professionally (Leask, 2001). Whilst both aspects of internationalisation are important, this resource focuses specifically on the internationalisation of the curriculum (IoC) and sits behind the HEAs broader *Internationalising Higher Education Framework* (May and Spalding, 2014) available at: <https://www.heacademy.ac.uk/enhancement/toolkits/internationalising-higher-education-toolkit>

The resource has been designed to help staff, either individually or collectively, in small universities and higher education colleges wishing to enhance their HE provision, to consider, and work through how they might best increase the internationalisation dimension of their curriculum. It will be particularly useful to institutions where the degree of IoC is emerging as a strategic priority and where international students, for historic reasons, are not present in large numbers, if at all.

While there are several resources/toolkits already available (see Section 3 'Further useful resources') these are generally aimed at helping larger, more established, higher education institutions (HEI) that have already started the process of internationalisation within their curricular.

This developmental resource is framed around two key assumptions: the more localised and specific the course content, the less likely it is to be relevant (generalisable) or applicable to an international context. Therefore, the greater the level of theorisation in the curriculum - be it at programme, course or module level - the more easily transferable the learning will be to an international context and for all students. To be effective this resource encourages staff to reflect on the instrumental/operational, philosophical and ideological aspects of IoC and how these are interlinked. It further suggests that successful curriculum content, internationalised or otherwise, needs to combine academic, professional (and/or vocational) and personal modes of knowledge¹.

The key aims of this resource are to:

➤ raise awareness of the importance of IoC amongst lecturers and professional support staff;

¹ The notion of three distinct yet overlapping spheres of knowledge – codified (academic), professional (vocational) and personal – stems from a series of discussions and reflection between Bart McGettrick, Wendy Bignold and Chris Atkin.

- > help small HEIs (universities and colleges) with a growing HE footprint introduce changes in professional practices that will encourage and enhance IoC;
- > enhance the student experience and improve student outcomes in relation to IoC, and,
- > enhance student employability on graduation in a global economy.

By working through the resource booklet you and/or your colleagues will be able to:

- > evaluate the nature of the international curriculum you are currently involved with;
- > identify IoC areas rooted in the local context;
- > identify areas which are academically generalisable and therefore open to international policy/practice contextualisation;
- > develop an IoC action plan.

It should be noted that this resource is *not* intended to be used prescriptively and the outcomes applied rigidly to curriculum planning and delivery. Rather, it should be seen as a starting point for discussion to generate ideas of how a particular curriculum area might significantly embed international perspectives. Above all, it should be used *flexibly and reflectively*. It is therefore recommended that any IoC implementation should be tested, evaluated and reviewed on a regular basis.

It is hoped that this resource will also offer a greater understanding of what IoC is and how it can be improved in your academic field, department and/or institution.

It is recommended that **before** coming together to work in groups, individuals read through this resource booklet and familiarise themselves with the HEA's broader Internationalising Higher Education Framework and begin to think through and note down key points relating to IoC in their particular curriculum area.

This resource can be used in a number of ways:

- > Individuals can work through the resource alone.
- > Small groups or teams working within the same curriculum area can use the resource as a basis for discussion, curriculum planning and/or staff development.
- > This resource can be used across disciplines throughout the institution to share ideas and good practice.
- > The resource activities could form the basis for staff workshops.
- > It can, if deemed appropriate, be used as a full institutional audit of IoC activity.
- > The activities can (and should) be adapted to suit your specific contextual needs.
- > The resource can be used in its entirety or individual activities can be used discreetly.
- > Activities can be completed electronically or as a workbook.
- > The resource can be used for monitoring and reporting purposes by keeping a record of activity outcomes and reviewing these regularly (at least once a year) to track progress in developing IoC in your area of practice.

The amount of time needed to complete each activity will vary depending on a number of factors including, how many people are involved and your particular institutional context. Consider putting aside half a day for the initial session.

Once you have worked through the resource booklet, either individually or as a team, you should have the basis or framework of an action plan to help you develop and review IoC in your area of influence.

This developmental resource is divided into **five** further sections:

- > understanding internationalisation of the curriculum;
- > internationalising your curriculum;
- > further useful resources;
- > references;
- > supplementary sheets.

There are **seven** IoC development activities:

Activity 1 – Exploring what IoC means to you and your practice.

Activity 2 – Big picture questions.

Activity 3 – Thinking about your institutional and operational IoC practices in detail.

Activity 4 – Mapping existing IoC delivery and identifying areas for development.

Activity 5 – Doing things differently.

Activity 6 – Developing an IoC action plan.

Activity 7 – Developing an IoC evaluation and review plan.

In addition, there are **three** supplementary sheets which can be found at the end of this resource booklet that can be used to enhance activities:

- > Supplementary Sheet A – Auditing staff IoC expertise and experience.
- > Supplementary Sheet B – Graduate attributes and global citizenship.
- > Supplementary Sheet C – Identifying key blockers and enablers.

2. Understanding internationalisation of the curriculum

Before you begin internationalising your curriculum, first consider what is meant by the expression 'internationalisation of the curriculum' (IoC).

Activity 1: Exploring what IoC means to you and your practice

Below note down **three** things that IoC means to you, personally and/or professionally.

What does IoC mean to you and your practice?	
Three things that IoC means to you: 1. 2. 3.	
Now rank them in order of importance or relevance to you: 1 st 2 nd 3 rd	
Share your responses with others. How would you define IoC in order to explain it to others?	
Rank all statements in order of importance or relevance to your curriculum delivery area discussing why they should be in the order you have placed them.	
Statement ranking 1. 2. 3.	Justification for ranking

You will have come up with many ideas of what constitutes IoC. Despite being in common usage for more than 30 years, there is still no one agreed definition of IoC (Knight, 2013). Over the years it has meant different things to different people in different institutions at different times. It has continually evolved and become increasingly complex. What began in the 1980s as a relatively simple 'set of activities' shifted in the 1990s to focus more on 'organisational approaches' (Knight, 2004). Whilst definitions now incorporate many aspects of the work HEIs undertake, Clifford (2009) believes that definitions of IoC are still too narrow; often focusing on how best 'western' HEIs can integrate international students into their classrooms in terms of what is expected of them, teaching approaches, behaviour and assessment; a one-way street with benefits focused predominantly on the receiving institution.

For the purpose of this resource, the following definition of IoC is proposed as a good starting point to share:

“...curricula, pedagogies and assessments that foster: understanding of global perspectives and how these intersect and interact with the local and the personal; intercultural capabilities in terms of actively engaging with other cultures; and responsible citizenship in terms of addressing differing value systems and subsequent actions”. (Clifford, 2009: 135)

Supplementary Sheet A: Auditing staff IoC expertise and experience

Before moving onto the next section, consider completing **Supplementary Sheet A** (page 17). This activity (adopted from the California State University Channel Islands Internationalization Questionnaire) will help you assess the level of international experience amongst your staff.

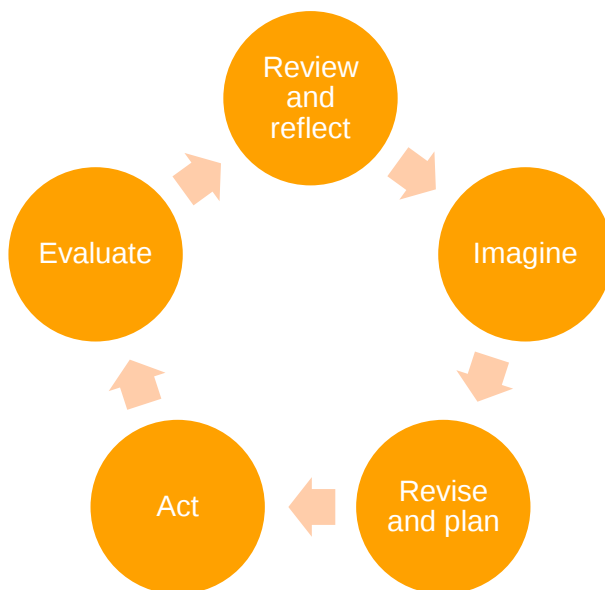
It will give you/your department an overview of the personal and professional experience, capacity and capability that exists amongst staff upon which you may be able to draw during later activities.

Having completed Activity 1, and where appropriate, Supplementary Sheet A, you are now ready to begin the process of internationalising your curriculum.

2. Internationalising your curriculum

Take a few minutes to consider the process of IoC.

Taking an action research approach, Leask (2012) suggests the following **five** stages to the ongoing, cyclical process of IoC development:



1. Review and reflect → How internationalised is our curriculum?
2. Imagine → How *could* we think and work?
3. Revise and plan → What could we do differently?
4. Act → How can staff and students be supported to implement IoC?
5. Evaluate → How successful have we been?

This model can be applied regardless of the nature of the curriculum/institution or the level of IoC delivery already taking place. However, for those institutions at the start of their IoC journey, this cyclical model can be simplified into just three stages of activity:

1. Reviewing current IoC activity: what proportion of the curriculum is contextually specific?
2. Action planning: what can be done differently to increase IoC and how to go about it?
3. Evaluating through assessment: learning and teaching evidence of what has been successful and what has not.



To assess IoC we suggest that you begin by using the simplified three stage model. The remainder of this section is focussed on these **three** stages with related activities for you to work through.

Reviewing your existing IoC delivery

Start by reviewing the current extent of your IoC delivery.

Activity 2: Big picture questions

Keeping in mind the IoC definition presented earlier, either individually or in small groups, ask yourself the following 'big picture' questions in relation to IoC in your area of practice at programme, course and module level.

1. What are we already doing?
2. Why are we doing what we are doing?
3. What do we want to achieve?
4. How can we get to where we want to be?
5. Why doesn't our curriculum have more international components?
6. What are the key attributes we want our graduates to have?

For further information on graduate attributes see Supplementary Sheet B (page 19).

Note down your answers on the sheet provided, then take some time to reflect on your answers or to discuss them with colleagues.

Big picture IoC questions at different levels			
Question	Programme	Course/Year	Module
1. What are we already doing?			
2. Why are we doing what we are doing?			
3. What do we want to achieve?			
4. How can we get to where we want to be?			
5. Why doesn't our curriculum have more international components?			
6. What are the key attributes we want our graduates to have?			

Activity 3: Thinking about your institutional and operational IoC practices in detail

Now consider your IoC delivery in more detail. Use the prompts on the sheet below to help with your thinking (adopted from Barker, 2011: 11). Fill in your responses accordingly, in relation to IoC, then discuss with colleagues.

Thinking about your institutional and operational IoC practices in detail

Prompts	Responses
<i>Institutional level</i>	
What is our philosophy and mission statement?	
Does the institution have an internationalisation strategy and if so which strategic objectives relate specifically to IoC?	
Can the existing infrastructure meet the IoC needs of staff and students?	
Does the institution have sufficient provision in place to host international visiting colleagues?	
What opportunities are there for professional development in the area of internationalisation?	
What can we do to increase internationalisation awareness throughout the institution?	
Are there any community links, (i.e. local businesses or community groups) we can draw on?	
Are local and national policies framed within a broader policy context, e.g. UN development goals, and how do these affect our institution?	
<i>Operational level</i>	
What are the key learning aims and objectives for this course/programme/year /module in relation to student outcomes and IoC?	
How are international elements of the curriculum identified or articulated to students?	
What are the key knowledge, attitudes, skills and abilities students on this course or programme should develop?	
What are the learning and teaching practices and activities used to help students develop the knowledge, skills and attitudes needed for effective engagement with international contexts?	
What tools, resources and support materials are available for students to achieve the above?	
How can we best help students (as global citizens) develop employability skills, prepare CVs and look for employment in an international context?	
How effective are the assessment tasks in assisting students to demonstrate global, international and/or intercultural learning?	
Where are the opportunities for staff and students to engage in IoC and what are the nature of these engagements?	
Other areas to consider - note here	

You should now have a good overview of how your curriculum area looks in terms of IoC. Use all the information you have gained so far and the thinking you have done in Activities 2 and 3 to complete Activity 4. This will bring you a step closer to developing an IoC action plan in your curriculum area and/or institution.

Activity 4: Mapping existing IoC delivery and identifying areas for development

Use the sheet below (adding rows as necessary) to help you identify areas of IoC development and how these might be addressed, both within and across programmes, courses and modules.

Mapping existing IoC delivery and identifying IoC areas for development			
Current examples of IoC practice	What level - programme, course, year or module?	Where are the development needs?	What opportunities are there to address these development needs?

Some things to think about when considering current examples of IoC in your area:

- > How internationalised are your reading lists?
- > Are there any examples of international case studies or guest speakers?

Action planning

Consider what might be done differently to enhance IoC and how can this be achieved.

It is suggested that this should be considered at different levels. As a starting point look at the institution, the operational/curriculum levels and the student experience.

At the operational level you might find it helpful to consider the programme as a whole, the course content and individual modules.

Activity 5: Doing things differently

This activity is aimed at encouraging you to think about, and approach, IoC in new ways. Consider the following questions in relation to IoC, noting possible solutions in the space provided.

Doing things differently in relation to IoC	
What needs to be considered?	Possible solutions
<i>Institutionally</i>	
What do we know about what other, similar-sized HEIs are doing to internationalise their curriculum and what can we learn from them?	
What opportunities are there to share IoC knowledge and good practice with others, both internally and externally?	
What internal and external networks can I/we draw on?	
How can other resources available from the HEA (e.g. Internationalising Higher Education Framework) or elsewhere support IoC?	
What organisational support mechanisms are needed to internationalise the curriculum?	
<i>Operationally</i>	
What are our desired IoC learning outcomes and how can these be achieved?	
What (employability) skills, attitudes, abilities and knowledge do your students need to operate effectively - personally and professionally - as a global citizen?	
What international experience is available amongst members of staff and how can this be utilised for IoC?*	
What (re)sources can I draw on to get a more internationalised perspective in my discipline area?	
What opportunities does the informal curriculum (i.e. the wider student experience) have to offer IoC development?	
<i>Student-specific</i>	
What can my students contribute to IoC?	
What do students think/want in terms of IoC?	
Why should our students consider studying abroad?	
What are the main challenges facing home students who want to study abroad and how can these be addressed?	
How can students be encouraged to consider the	

impact of different cultural influences on the construction of knowledge worldwide?	
Why should/do international student choose to come and study on my course at this institution?	
What benefits do/could we (both staff and home students) gain from international students?	
<i>Generically</i>	
What are the key blockers** to IoC and how can these be addressed?	
What are the main IoC enablers*** and how can these be developed and utilised further?	
Other considerations – note here	

*You may wish to refer to Supplementary Sheet A (page 17), 'Auditing staff IoC expertise and experience' (from Activity 1) if you have not already done so.

**Key blockers may include: a lack of understanding of what IoC means for you and your practice at your institution, lack of leadership, poor institutional vision/policy or staff cynicism (Leask, 2012: 42).

***Main enablers include: effective leadership; commitment; and support mechanisms (Leask, 2012: 41).

Supplementary Sheet C (page 20) is a questionnaire (adapted from Leask, 2012) that can help you identify key blockers and enablers.

Take a few moments to consider what the above activity tells you about IoC. Summarise your thinking on the sheet below.

What I've learnt about IoC from Activity 5

Institutionally:

Operationally:

Student-specific:

Generically:

Here are some suggestions of what you might like to include in your programmes to increase IoC (adapted from Barker, 2011: 12):

1. Include subject matter relating to global, inter-cultural and local perspectives (e.g., inclusion of international and national case studies, examples, and illustrations).
2. Explore how knowledge is constructed and theorised differently across different cultures.
3. Examine how your area of professional practice varies across other cultures.
4. Include course content from both local and international sources.

5. Incorporate ethical issues of globalisation, for example, social justice, equity and human rights, as well as related social, economic and environmental issues.
6. Where possible consider international and cross-cultural research findings and their implications.
7. Use a range of cross-cultural databases and information sources such as journals, internet sites and social media forums.
8. Look at opportunities to draw on cross-cultural values underpinning policy and practice.

Top tip

Think through the following SMART targets (**s**pecific, **m**easurable, **a**ttainable, **r**ealistic and **t**imely). Ensure your aims and objectives are specific, measurable, assignable, realistic and time-bound.

You now have a lot of information and ideas to work with. These need to be turned into an action plan for your programme, course and/or module as appropriate.

Activity 6: Developing an IoC action plan

Taking into consideration all that you have discussed and learnt so far, use the following sheet (adding rows as necessary) to help you begin to put together your IoC action plan.

You may want to divide your action plan into different sections (e.g. programme, course, year, module, student and/or skills).

You may also want to organise your action plan in order of priorities with short and longer term goals.

IoC action plan						
Identified opportunities	Proposed action	Desired outcome	Success criteria / evidence	Resources / infrastructure	Nominated person responsible	Completed by

(Adapted from the Liverpool John Moores University internationalising the curriculum toolkit)

Evaluating IoC interventions

You will only know if the strategies you are putting in place are successful by carrying out regular evaluations and reviews. For this you need **evidence**.

Decide on an evaluation and review process.

Agree a timetable for evaluation and review at the start of the academic year.

Agree how the evaluation will be carried out and where the outcomes will be discussed.

Here are some suggestions of how you might go about collecting evidence to evaluate your IoC interventions:

- > ask someone in another team or department to evaluate your interventions;
- > build the evaluation and review process into staff planning or development days;
- > set aside at least three evaluation and review opportunities a year;
- > be self-critical and reflective in a positive way;
- > be open to new ideas;
- > include the student voice/experience in any evaluation; do not rely solely on assessment outcomes.

Activity 7: Developing an IoC evaluation and review plan

Use the following activity sheet to devise an evaluation and review timetable and future action plan.

IoC evaluation and review plan					
IoC outcomes	Name of evaluator	Date of evaluation	Evidence	Impact	Recommended future action

Re-visit your action plan on a regular basis (we recommend at least twice or three times a year) to assess progress and challenges, then update and revise accordingly.

3. Further useful resources

- > Barker, M. (2011) The GIHE good practice guide to internationalising the curriculum, http://www.griffith.edu.au/__data/assets/pdf_file/0006/345291/Internationalising-the-Curriculum.pdf
- > Leask, B. (July 2012) Internationalisation of the curriculum (IoC) in action: a guide, University of South Australia and the Australian Government Office for Learning and Teaching, http://global.umn.edu/icc/documents/12_lecture_leask_Internationalisation_of_curriculum_article.pdf
- > Liverpool John Moores. (n.d.) Internationalising the curriculum: A toolkit https://www.heacademy.ac.uk/sites/default/files/internationalisation_toolkit.pdf
- > Oxford Brookes University. (n.d.) Internationalising the curriculum resource kit, <http://www.brookes.ac.uk/services/cci/resourcekit.html>
- > University College London, (UCL). (2014) An introduction to internationalising the curriculum: A practical guide to adding an international perspective to taught courses <http://www.ucl.ac.uk/teaching-learning/case-studies-news/internationalisation/practical-introduction-internationalisation-curriculum>
- > May, H. and Spalding, N. (2014) Internationalising Higher Education Framework. York: Higher Education Academy, (HEA) <https://www.heacademy.ac.uk/sites/default/files/resources/InternationalisingHEframeworkFinal.pdf>

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Acknowledgements

In developing this resource we drew on existing IoC toolkits and resources, notably those from the Universities of Liverpool John Moores and Oxford Brookes, GIHE and the HEA IoC Framework. The work of Leask, Barker, Clifford and Knight were also particularly influential.

We would also like to thank all those who contributed to the design and testing of this IoC developmental resource.

5. Supplementary sheets

Supplementary Sheet A: Auditing staff IoC expertise and experience

(Linked to Activity 1)

Assessing the level of international experience amongst staff

This short survey (adapted from the California survey²) can be used departmental or institutional wide to assess the level of international expertise amongst staff (a kind of international audit). It will help you understand some of the drivers, benefits and pitfalls of students studying overseas and identify members of staff that can potentially help with IoC development.

1. Have you ever studied abroad? Yes No

If yes, why did you study abroad, what did you gain, what were the main challenges you faced and how were these overcome?

Why I studied outside the UK:

What I gained from the experience in relation to my understanding of internationalisation:

Challenges faced:

Strategies used to overcome challenges:

2. Do you consider yourself to be an international member of staff? Yes No

3. Do you speak other languages? Yes No

If **yes**, which ones and what are your reading, writing, speaking and listening levels?

Language	Reading	Writing	Speaking	Listening
	Poor Average Fluent	Poor Average Fluent	Poor Average Fluent	Poor Average Fluent
	Poor Average Fluent	Poor Average Fluent	Poor Average Fluent	Poor Average Fluent

² California State University Channel Islands Internationalization Questionnaire,
<http://www.csuci.edu/accreditation/1.%20Educational%20Effectiveness%20Report/1.%20EE%20Report%20and%20Appendix/B%20Appendix/19%20rec%20no%202%20centers/19.6%20cia%20appendix%206.pdf>

4. Have you had any teaching experience outside of the UK? Yes No

If **yes**, where, when, why and what did you gain from the experience?

Where:

When:

Why:

Benefits:

5. Have you / do you collaborate with colleagues in institutions outside of the UK regarding research, teaching or course development? Yes No

If yes please give details:

Who	Country	Institution	Nature of collaboration

6. Have any of your students expressed an interest in studying outside the UK? Yes No

If **yes**, when, where and why? / Have any of your students gone to study outside the UK? / What support were they given and by whom?

Details of students who have expressed an interest in studying outside the UK?

If **no** why, what do you think is stopping them?

Why do you think your students are not interested in studying abroad?

If you do not know what is stopping your students studying outside the UK, how could you find out?

7. What could be done to address student concerns?
8. In light of the above answers, what infrastructure is missing that would encourage students to take-up study outside the UK?

Barker, (2011:7) explains graduate attributes and their importance for global citizenship:

The ability to operate effectively in culturally diverse environments has been widely recognised as an essential graduate attribute. According to Dé Bryant (2006)³, a global citizen is "a person with the ability to work, play and live somewhere other than the land of their birth...this person exhibits agency (is proactive and engaged in civic life) and primacy (has the capacity to make change happen). At the emotional and philosophical level, the global citizen considers herself to be transnational: committed to the human issues no matter in what nation state they occur".

Students who are interculturally competent demonstrate the knowledge, skills and attitudes needed to thrive in a world characterised by global mobility and social, cultural, economic, political and environmental interconnectivity. Global citizenship reflects an awareness and appreciation of diverse people, cultures and environments throughout the world (global awareness) and the ability to manage this interconnectedness harmoniously and productively (intercultural competence).

Global citizenship is achieved through an interactive process whereby students and staff from culturally and linguistically diverse backgrounds exchange knowledge, skills, attitudes, values and experiences so as to enhance their understanding and appreciation of, and capacity to operate successfully within, a range of local, national and international communities.

Your students should be at the centre of all you do. It is important that you are clear, at institutional, departmental and programme level, about what knowledge, skills, attitudes and abilities you would like your graduate students to have and how these can be accomplished. If your graduates are to become effective global citizens what then are the key attributes needed? Below are some suggestions.

Some key student attributes (adapted from Barker, 2011:11):

- > be able to think from a global perspective and consider perspectives of others;
- > respect and value the importance of diverse languages, cultures and environments in intercultural communication;
- > acknowledge and appreciate the importance of multicultural diversity in professional and personal communications;
- > be aware of, and understand the impacts of, cultural differences in economics, politics, culture, religion and technology in cross-cultural interactions;
- > be aware of critical international and multicultural issues relevant in their professional discipline;
- > appreciate the complex nature of the notion of culture and the various interrelating elements which contribute to it, and,

³ Bryant, D. (2006). The everyone, everywhere: Global dimensions of citizenship. A more perfect vision: The future of campus engagement, <http://www.compact.org/resources/future-of-campus-engagement/the-everyone-everywhere-global-dimensions-of-citizenship/4259/>

- demonstrate awareness of the implications of decisions and actions made at the local level for international communities, and of international decisions and actions for local communities.

Supplementary Sheet C: IoC: blockers and enablers questionnaire
(Linked to Activity 5)

The following questions can be used to help you identify key blockers and main enablers to IoC.

Definitions of IoC

For the purpose of this questionnaire the following definition of IoC is used:

Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a programme of study.

IoC includes a wide range of activities e.g. virtual team-work projects bringing together students from different countries and cultures; better preparing students for intercultural group-work; and ensuring the curriculum is closely linked with preparing graduates to live and work in an increasingly globalised world. However, IoC is wider than just recruiting international students; meeting the needs of international students may be just one aspect.

An internationalised curriculum will help students be aware of, and engage with, internationally informed research as well as cultural and linguistic diversity.

Enablers and blockers

Enablers: are any aspects of your institutional environment which support you in developing and providing an internationalised curriculum to your students? For example, Leask (2009) suggests these might include: official policy, management practices, human resource procedures, professional development, leadership, organisational culture, or provision of training.

Blockers: are any such aspects which inhibit you in developing and providing an internationalised curriculum?

1. According to the definition of internationalisation of the curriculum above, which of the following statements best describes the extent of internationalisation in the courses, subjects or modules you deliver? (Tick only one)

- The courses, subjects or modules I deliver have only limited scope for internationalisation of the curriculum (e.g. maybe due to accreditation requirements).
- The courses, subjects or modules I deliver are currently internationalised to a limited extent, but I can see scope for further internationalisation.
- The courses, subjects or modules I deliver are currently internationalised to a significant degree, but I can still see scope for further internationalisation.
- The courses, subjects or modules I deliver are already internationalised to a high degree, and I can see only limited scope for further internationalisation.

> Other. Please state.

2. Select the following enablers that apply to you

The extent to which the courses, subjects or modules that you deliver have an internationalised curriculum has been enabled by:

- > Well-designed, communicated, managed and supported **institutional policy** around internationalisation and what it means.
Recognition and reward for effort such as inclusion of engagement in internationalisation as part of the promotion process.
- > Appropriate **workload allocation for curriculum review and renewal**.
- > Academic staff are encouraged, supported and rewarded to attend **international conferences**, including those operating outside of the dominant disciplinary paradigm.
- > Approaches to **professional development** that incorporate department or school based support for the practicalities of internationalising the curriculum within the discipline.
- > Just-in-time assistance with **practical issues** such as how others have approached issues associated with internationalisation of the curriculum, e.g. assessment.
- > **'Local', school-based experts and enthusiasts** who know what internationalisation of the curriculum means in my discipline and for my teaching and can assist in practical ways.
- > Active links/collaboration with **international employers and professional associations**, e.g. through international accreditation processes.
- > Support and resourcing for academic staff to maintain contact with or work in **international industry settings**, including those with contrastive cultural stances.
- > A **strong and culturally diverse course/programme team** and the opportunity for that team to work together to review and renovate curricula.
- > **Leaders** who are committed to and informed about internationalisation of the curriculum at institutional, school and degree programme level.
- > **My own international experience** and personal commitment to and understanding of what internationalisation of the curriculum means.
- > **A balanced discourse around internationalisation** within the senior management group and in policy documents that acknowledges different rationales and does not over-accentuate or privilege the economic rationale.
- > **A balanced and comprehensive international strategy** in both policy and practice (including distance and online provision).
- > **Any others?** Please specify:

3. Now rank the enablers you have chosen one to 15 (one being the most important enabler and 15 the least important enabler)

4. Select the following blockers that apply to you

The extent to which the courses, subjects, units or modules that you teach have an internationalised curriculum has been blocked by:

- > Lack of (or poor communication of) **institutional vision and policy** linking internationalisation of the university with internationalisation of the formal and informal curriculum.
- > Lack of a strategy to ensure that policies are **enacted** in such a way as to have an impact on the student experience and on student learning.
- > Internationalisation of the curriculum is a **low priority in my institution.**
- > The feeling that devoting time to internationalisation of the curriculum is actually jeopardising my career because it is **not considered important in my discipline.**
- > **Workload formulae** that do not include allocation of time for degree programme team meetings and engagement in scholarly activity related to teaching and learning, including curriculum design and internationalisation of the curriculum.
- > **Insufficient funding and support** provided to enable staff to attend international conferences, visit **international colleagues** or participate in other **international experiences** related to their work.
- > Lack of support for the practical issues of internationalisation of the curriculum **at the degree programme level.**
- > Lack of support/resourcing for academic staff to collaborate with or work in **international industry settings.**
- > Lack of support for academic staff to work with academics in the discipline who have **different cultural perspectives.**
- > **Leaders** who are not committed to or informed about internationalisation of the curriculum at institutional, school and degree programme level.
- > I don't really know what Internationalisation of the curriculum **means in practice**
- > Internationalisation of the curriculum is a **low priority for me personally.**
- > A **discourse of marketisation** and commercialisation of education in my institution and the perception that internationalisation is mainly, only or most importantly about the sale of educational products and services.
- > An internationalisation strategy that in practice is focussed **primarily** on income generation, even though there may be other aspects described in policy.
- > **Disciplinary 'headsets'** – disciplines are themselves culturally constructed, bound and constricted. We operate within our own cultural framework which feels normal and natural to us.
- > I am not sure **why** we need to do this (e.g. my discipline is already international).
- > **Any others?** Please specify:

5. Now rank the blockers you have chosen one to 17 (with one being the biggest blocker and 17 the smallest)

Take some time to reflect/discuss with others the results so far.

6. According to the definition of internationalisation being used for this questionnaire, how would you classify yourself within your discipline?

- > A champion of internationalisation of the curriculum.** Champions have extensive knowledge of international issues in their areas of expertise and strong cross-cultural communication skills. As such, they are likely to be committed to participating in the process of internationalisation of the curriculum.
- > An advocate of internationalisation of the curriculum.** Advocates are generally passionate about a particular aspect of internationalisation. This enthusiasm is often buttressed by their international experiences and foreign language proficiencies. Thus, advocates are people whom internationalisation leaders and committees can call upon for support in order to operationalise the internationalisation of the curriculum.
- > A latent champion or advocate of internationalisation of the curriculum.** Although at present these faculty members' eyes may glaze over when internationalisation is mentioned, they are aware at a background level of the main issues. Given a persuasive rationale and the right combination of training, support and incentives, they have the potential to be transformed from latency into advocacy of internationalisation of the curriculum.
- > A sceptic of internationalisation of the curriculum.** Sceptics are those who are doubtful of the relevance of international issues to their disciplines. Thus, they are often hesitant to participate in the process of curriculum internationalisation.
- > An opponent of internationalisation of the curriculum.** Opponents openly disagree with and make efforts to obstruct the implementation of internationalisation of the curriculum.

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